

Adult Education Program Study



International Survey of Adults

Program Questionnaire

The questions included here were developed by a panel of adult education program directors to collect information about several topics and issues important for future planning and funding, including: size and types of providers, instructional and support programs, staffing, assessments, and technology.

Questions should be answered with respect to services you provided to LEARNERS OR STUDENTS WHO YOU REPORTED TO YOUR STATE FOR THE NATIONAL REPORTING SYSTEM (NRS) DURING THE PROGRAM YEAR JULY 1, 2001 TO JUNE 30, 2002. Although you may provide other services to adults that are not funded through federal and/or state adult education grants, we are interested in the parts of your program which serve learners supported by and reported to the state for the National Reporting System.

Please see the accompanying Reference Guide for more information about how to answer these questions.

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I. SIZE AND TYPE OF PROVIDER

This section asks questions about the numbers of adults your program served during the program year July 1, 2001 to June 30, 2002, where they were served, and your program spending and sources of funding. (We would like responses only for the adults you served who were reported to your state for the National Reporting System.)

Q1. What type of provider are you?

Mark (X) only one provider type.

- LEA (Local educational agency)..... ☐ 1
 CBO (Community-based organization)..... ☐ 2
 ▶ If CBO, are 50% or more of your learners
 served by volunteers?..... ☐ 1 YES ☐ 2 NO
 CC (Community college) ☐ 3
 Correctional institution ☐ 4
 Other¹ (SPECIFY) _____ ☐ 5

Q2. At how many sites² did you provide services?

Enter number in box.

|_|_|_| SITES

Q3a. Considering all instructional services³ provided by your program⁴ in a typical week, what percentages were offered at the following kinds of sites?

Enter percents for each type. If none, enter a zero.

Public school.....	_ _ %
Community college	_ _ %
Library	_ _ %
Faith-based facility.....	_ _ %
Adult learning center (single-use facility).....	_ _ %
Community center (multiple-use facility).....	_ _ %
Learner's place of work in space provided by employer	_ _ %
Adult correctional facility	_ _ %
Learner's home ⁵	_ _ %
Other (SPECIFY) _____	_ _ %
TOTAL (of all instructional services provided in a typical week)	<u>100</u> %

¹ Other provider types may include public or private colleges or universities which are not community colleges, coalitions of adult education providers, libraries, institutions for the disabled, or other providers of adult education services. See Reference Guide.

² "Sites" are defined as geographic locations.

³ "Instructional services" include all ABE (Adult Basic Education), ASE (Adult Secondary Education), ESL (English as a Second Language), and EL (English Literacy) Civics classes and tutoring.

⁴ "Program" refers to the aggregate of all sites your agency serves.

⁵ A "learner" is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included.

I. Size and Type of Provider

Q3b. What percentage of learners served by your program in a typical week were served at the following kinds of sites?

Enter percents for each type. If none, enter a zero.

Public school.....	_ _ _ %
Community college	_ _ _ %
Library	_ _ _ %
Faith-based facility.....	_ _ _ %
Adult learning center (single-use facility).....	_ _ _ %
Community center (multiple-use facility).....	_ _ _ %
Learner's place of work in space provided by employer	_ _ _ %
Adult correctional facility	_ _ _ %
Learner's home.....	_ _ _ %
Other (SPECIFY) _____	_ _ _ %
TOTAL (of all learners served in typical week)	<u>100</u> %

I. Size and Type of Provider

Q4. In the past year from July 1, 2001 to June 30, 2002, how were the following types of public and private community organizations been involved with your program?

Mark (X) all that apply.

	Not involved with my program	Involved in planning	Involved in recruiting/referrals	Provided funding	Provided intake services	Provided staff, facilities, & other resources	Provided support ⁶ services	Provided transition ⁷ services	Data sharing ⁸	Other (SPECIFY BELOW)
a. Local schools (including public voc-tech schools)										
b. Community colleges										
c. State and local employment and training agencies										
d. Literacy councils/organizations										
e. Religious groups										
f. Businesses										
g. Labor unions										
h. Foundations										
i. Workforce development investment boards										
j. Public libraries										
k. Media organizations										
l. AmeriCorps										
m. Hospitals										
n. Other fraternal, voluntary or community-based organizations (SPECIFY) _____										
o. Other state and local agencies (SPECIFY) _____										

⁶ Support services are services such as child care, transportation, psychological counseling, or housing placement assistance.

⁷ Transition services are services that promote movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation.

⁸ Data sharing is the linking of interagency databases through the adoption of common data standards, regular data transfers, mutually supporting data collection, and common reporting/distribution formats to increase efficiency of service delivery, and simultaneously protect rights to confidentiality.

I. Size and Type of Provider

Q5. What was the total dollar amount your program received from all sources for ABE (Adult Basic Education), ASE (Adult Secondary Education), ESL (English as a Second Language), and EL (English Literacy) Civics instructional activities in the year from July 1, 2001 to June 30, 2002?

Enter dollar amount.

\$|_|_|_|,|_|_|_|,|_|_|_|.00

Q6. How much of the total dollar amount listed in Q5 did you spend on the following items?

Answer using dollars or as a percentage, whichever is easier. If answering in dollars, total should equal amount reported in Q5.

	<u>Dollars</u>	or <u>Percentage</u>
Administrative staff	\$ _ _ _ , _ _ _ .00	_ _ _ %
Instructional staff (creation/delivery of instruction)	\$ _ _ _ , _ _ _ .00	_ _ _ %
Instructional staff (professional development).....	\$ _ _ _ , _ _ _ .00	_ _ _ %
Counseling staff	\$ _ _ _ , _ _ _ .00	_ _ _ %
Clerical and other staff.....	\$ _ _ _ , _ _ _ .00	_ _ _ %
Professional development services (excluding staff salaries)	\$ _ _ _ , _ _ _ .00	_ _ _ %
Instructional materials/equipment.....	\$ _ _ _ , _ _ _ .00	_ _ _ %
Office equipment/furniture/supplies	\$ _ _ _ , _ _ _ .00	_ _ _ %
Instructional technology (hardware/software).....	\$ _ _ _ , _ _ _ .00	_ _ _ %
Technology support services (including staff, consultants, etc.)	\$ _ _ _ , _ _ _ .00	_ _ _ %
Facilities/utilities/custodial services	\$ _ _ _ , _ _ _ .00	_ _ _ %
Other (SPECIFY).....	\$ _ _ _ , _ _ _ .00	_ _ _ %
Other (SPECIFY).....	\$ _ _ _ , _ _ _ .00	_ _ _ %
TOTAL BUDGET	\$ _ _ , _ _ _ , _ _ _ .00	<u>100%</u> %

I. Size and Type of Provider

Q7a. Of your budget (reported in Q5) for ABE, ASE, ESL, and EL/Civics in the year from July 1, 2001 to June 30, 2002, approximately what percentage came from each of the following sources?

Answer using dollars or as a percentage, whichever is easier. If answering in dollars, total should equal amount reported in Q5.

	<u>Dollars</u>	or <u>Percentage</u>
Federal government (all sources)	\$ _ _ _ , _ _ _ .00	_ _ _ %
State government (all sources)	\$ _ _ _ , _ _ _ .00	_ _ _ %
Local government (all sources)	\$ _ _ _ , _ _ _ .00	_ _ _ %
Foundation grants	\$ _ _ _ , _ _ _ .00	_ _ _ %
Corporate giving	\$ _ _ _ , _ _ _ .00	_ _ _ %
Civic/individual donations ⁹	\$ _ _ _ , _ _ _ .00	_ _ _ %
Fees charged to employers for workforce services	\$ _ _ _ , _ _ _ .00	_ _ _ %
Fees charged to volunteers for training/materials	\$ _ _ _ , _ _ _ .00	_ _ _ %
Fees charged to learners (IF OTHER THAN 0, GO TO Q7b.)	\$ _ _ _ , _ _ _ .00	_ _ _ %
Other (SPECIFY)	\$ _ _ _ , _ _ _ .00	_ _ _ %
TOTAL BUDGET	\$ _ _ , _ _ _ , _ _ _ .00	<u>100%</u> %

Q7b. For what percentage of learners in your program did you charge fees for the following items?

Enter percentage for each item. If none, enter 0.

Assessment	_ _ _ %
Books and materials	_ _ _ %
Tuition	_ _ _ %
Other fees (SPECIFY)	_ _ _ %

Q8a. Over and above the dollar amount provided in Q5, did you receive any non-cash in-kind and/or donated contributions?

- ☐₁ YES (GO TO Q8b)
☐₂ NO (GO TO Q9)

⁹ Civic donations may include, for example, United Way, Kiwanis Club, Rotary Club, etc.

I. Size and Type of Provider

Q8b. For each type of in-kind service received, mark (X) one response.

<i>Instructional</i>	YES	NO
Instructional materials (software, books, etc)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Technology support services (software development, professional development)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Hardware (computers used for instruction)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Classroom/laboratory space	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Administrative support (secretarial, copying)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Other (SPECIFY)_____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

<i>Non-instructional</i>	YES	NO
Technical assistance (legal, insurance, technology support)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Media services (electronic, print, broadcast)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Support services (e.g., childcare, transportation, psychological counseling)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Materials (office supplies, furniture)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Hardware (computers used for administrative functions)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Office space	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Facilities/utilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Other (SPECIFY)_____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

II. INSTRUCTIONAL AND SUPPORT PROGRAMS

This section asks questions about the types of learners served and the instructional and other kinds of services offered at your program during the program year July 1, 2001 to June 30, 2002. These answers will help us describe how programs across the country compare in terms of their students and services.

Q9. Enter the number of learners for each of the categories listed, the total number of attendance hours, and calculate the percentage of learners who completed each level. Refer to Appendix A for definitions of educational functioning levels. If you use this table for state and/or federal reporting, copy this information directly from the NRS reporting table 4. Use period from July 1, 2001 to June 30, 2002.

Entering Educational Functioning Level	Total number enrolled	Total attendance hours	Number completed level	Number who completed a level and advanced one or more levels	Number separated before completed	Number remaining within level	Percentage completing level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High ¹⁰							
ESL Beginning Literacy							
ESL Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Low Advanced							
ESL High Advanced							
Total							

NOTES: The total in Column B should be unduplicated and equal the total in Column N entered in NRS Table 1 (see Question 10).

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remain enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number completed level) and are learners who completed a level and enrolled in one or more higher levels.

Column F are learners who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column H is calculated using the following formula: $H = \text{Column D} / \text{Column B}$.

¹⁰ Completion of ASE High Level is attainment of a secondary credential or passing GED tests.

II. Instructional and Support Programs

Q10. Please enter the number of learners by educational functioning level,¹¹ ethnicity,¹² and gender in your program. If you use this table for state and/or federal reporting, copy this information directly from the NRS reporting table 1. Use period from July 1, 2001 to June 30, 2002.

Entering Educational Functioning Level	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total ¹³
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)
ABE Beginning Literacy													
ABE Beginning Basic Education													
ABE Intermediate Low													
ABE Intermediate High													
ASE Low													
ASE High													
ESL Beginning Literacy													
ESL Beginning													
ESL Intermediate Low													
ESL Intermediate High													
ESL Low Advanced													
ESL High Advanced													
Total													

¹¹ See enclosed definitions (Appendix A) for educational functioning levels.

¹² A learner should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging.

¹³ The total in Column N should be unduplicated.

II. Instructional and Support Programs

Q11. In order to serve ABE, ASE, and ESL learners, did your program offer...

For each item, mark (X) one response.

	<u>YES</u>	<u>NO</u>
Computer skills training,	<input type="checkbox"/> 1	<input type="checkbox"/> 2
EL Civics,	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Family literacy ¹⁴ ,	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Incumbent worker training including work-based project learning,	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Workforce preparation?	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Q12. How many weeks were the following types of education classes¹⁵ held at your program during the 52 weeks from July 1, 2001 to June 30, 2002?

Enter number of weeks for each type. If classes not offered, enter a zero. If classes offered for entire year, enter 52.

	<u>WEEKS</u>
ABE.....	<input type="text"/> <input type="text"/> <input type="text"/>
ASE.....	<input type="text"/> <input type="text"/> <input type="text"/>
ESL	<input type="text"/> <input type="text"/> <input type="text"/>

Q13. What percentage of classes at your program were scheduled for the following hours¹⁶ during a typical week?

For each type of class offered, enter a percent for each time category to equal 100%. If none in any category, enter a zero.

	<u>ABE</u>	<u>ASE</u>	<u>ESL</u>	<u>OTHER</u>
3 or fewer hours.....	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %
4 to 6 hours.....	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %
7 to 12 hours.....	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %
13 to 19 hours.....	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %
20 or more hours	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="text"/> <input type="text"/> <input type="text"/> %
TOTAL TIME	100 %	100 %	100 %	100 %

¹⁴ A family literacy program is characterized as incorporating the four essential elements of inter-generational education for parents and their children, including Adult Education, Children's Education, Parent and Child Together (PACT) Time and Parent Time, as defined by the National Center for Family Literacy.

¹⁵ "Classes" are defined as any size group of learners taught by an instructor, or one-on-one tutoring between an instructor and a learner.

¹⁶ For example, if half of your ABE students participate in classes that meet 3 days per week for two hours each day, you would write 50% in the 4-6 hours column for ABE; and, if 10% of your ABE students receive individual tutoring for two days per week for one hour per day, you would write 10% in the 3 or fewer hours column.

II. Instructional and Support Programs

Q14. Considering all instructional services provided by your program in a typical week, what percentage of your classes were offered...

Enter percents for each type. If none, enter a zero.

During the work day,..... | | | | %
 In the evenings, | | | | %
 On weekends, or..... | | | | %
 Other (SPECIFY) _____ ? | | | | %
 TOTAL CLASSES IN A TYPICAL WEEK 100% %

Q15. Considering all instructional services provided by your program from July 1, 2001 to June 30, 2002, what percentage of your classes were...

Enter percents for each type. If none, enter a zero.

Open enrollment (open entry/open exit), or | | | | %
 Managed enrollments? | | | | %
 TOTAL CLASSES 100% %

Q16. To what extent did your program use each of the following learning environments?

For each item, mark (X) one response. In responding, assume that "very little" means less than 10% of total learner instructional time; "some" means 10-30% of total learner instructional time, and "a great deal" means more than 30% of total learner instructional time. Responses to this question should reflect approximately 100% of the learning environments within your program across all classes. For example, "a great deal" would not be indicated in one program for more than 3 to 4 learning environments.

	<u>Not</u> <u>At All</u>	<u>Very Little</u> <u><10%</u>	<u>Some</u> <u>10-30%</u>	<u>A Great</u> <u>Deal</u> <u>>30%</u>
a. Individual instruction (e.g. one-on-one tutoring)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Small group instruction within a classroom (for less than 8 learners within a larger classroom)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Small group instruction (for less than 8 learners at one time)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Classroom style instruction (more than 8 learners at one time)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Multi-media learning labs or centers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Computer-assisted instruction.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Real or simulated workplace settings.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Other (SPECIFY)_____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

II. Instructional and Support Programs

Q17. In which languages did your program offer literacy classes?

Mark (X) all that apply.

	<u>ABE</u>	<u>ASE</u>
English	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Spanish	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Other (SPECIFY) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Q18. Did your program provide instructional services targeted for any of the following special populations?

For each item, mark (X) one response.

	<u>Inclusion</u> ¹⁷	<u>Special classes</u>	<u>Did not serve</u>
Adults with learning disabilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Adults with mental disabilities or traumatic brain injuries (TBI)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Adults with sensory disabilities such as hearing or vision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Displaced homemakers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Homeless or transient adults	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Incarcerated adults	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Migrant workers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Refugees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Temporary assistance to needy families (TANF) recipients	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Other (SPECIFY) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Q19. Estimate the number of learners from July 1, 2001 to June 30, 2002 that your program turned away because there was not enough capacity or classes were not offered.

Enter number for each item. If none, enter 0.

	<u>Classes not offered</u>	<u>Not enough capacity</u>
ABE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
ASE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
ESL	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Other (SPECIFY) _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

¹⁷ "Inclusion" refers to a deliberate strategy of providing reasonable accommodation and assessments within regular classes for learners with special needs.

II. Instructional and Support Programs

Q20. Did your program maintain a waiting list for any of the following instructional services?

			If <u>yes</u>, what was the typical number of people on your waiting list from July 1, 2001 to June 30, 2002? <i>Mark (X) one.</i>				
	NO	YES	1-50	51-100	101-250	251-1,000	over 1,000
Q20a. ABE	<input type="checkbox"/> 2 (SKIP TO Q20b)	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q20b. ASE	<input type="checkbox"/> 2 (SKIP TO Q20c)	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q20c. ESL	<input type="checkbox"/> 2 (SKIP TO Q20d)	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q20d. Other (SPECIFY) _____	<input type="checkbox"/> 2 (SKIP TO Q21a)	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q21a. Did your program provide learners with the following services?

For each item, mark (X) one response.

	<u>YES</u> at no charge	<u>YES</u> for fee	<u>NO</u>
Child care	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Health services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Housing search/placement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Job search assistance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Job placement.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Psychological counseling.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Transportation.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Translator services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

IF NO FOR ALL ITEMS IN Q21a, SKIP TO Q22a.

Q21b. If yes to any service in Q21a, in what percentage of your sites were these services available?

Enter percent for each item. If none, enter 0.

Child care	_ _ _ %
Health services	_ _ _ %
Housing search/placement	_ _ _ %
Job search assistance	_ _ _ %
Job placement.....	_ _ _ %
Psychological counseling.....	_ _ _ %
Transportation.....	_ _ _ %
Translator services	_ _ _ %

II. Instructional and Support Programs

Q21c. If yes to any service in Q21a, what percentage of your learners made use of these services?

Enter percent for each item. If none, enter 0.

Child care	_ _ _ %
Health services	_ _ _ %
Housing search/placement	_ _ _ %
Job search assistance	_ _ _ %
Job placement.....	_ _ _ %
Psychological counseling.....	_ _ _ %
Transportation.....	_ _ _ %
Translator services	_ _ _ %

Q22a. Did your program recruit learners?

Mark (X) one.

- ☐₁ YES
☐₂ NO → (SKIP TO Q23)

Q22b. Did your program recruit for any of the following instructional programs?

	<u>YES</u>	<u>NO</u>	<u>Not Offered</u>
Adult Basic Education			
ABE Beginning.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ABE Intermediate.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ABE High	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
English as a Second Language			
ESL Beginning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ESL Intermediate	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ESL High.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
English Literacy/Civics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

II. Instructional and Support Programs

Q22c. To what extent did you rely on the following strategies to recruit potential adult education learners?

For each item, mark (X) one response. In responding, assume that "very little" means less than 10% of the time; "some" means 10-30% of the time, and "a great deal" means more than 30% of the time. Responses to this question should reflect approximately 100% of the recruitment strategies within your program. For example, "a great deal" would not be indicated in one program for more than 3 to 4 learning recruitment strategies.

	<u>Not</u> <u>At All</u>	<u>Very Little</u> <u><10%</u>	<u>Some</u> <u>10-30%</u>	<u>A Great</u> <u>Deal</u> <u>>30%</u>
1. Announcements in mass media (TV, radio).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Announcements in newspapers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Flyers, posters, mailings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. Referrals from welfare, social agencies, or community programs.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. Referrals from one-stops.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. Recruitment by co-sponsoring groups	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. Outreach/presentations by staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. Organized recruitment by current clients	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9. Recommendations by current clients.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10. Local residents used as recruitment aides.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11. Internet announcements	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12. Other (SPECIFY) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
13. Other (SPECIFY) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q22d. Which one of the above recruitment strategies was most effective in your program?

Enter a number from the list in Q22c (1 through 13).

|_|_| RECRUITMENT STRATEGY

Q22e. Did your program recruit learners in languages other than English?

Mark (X) one.

- ☐1 YES
☐2 NO

III. STAFFING

This section asks questions about the numbers and backgrounds of staff people working in your program during the program year July 1, 2001 to June 30, 2002. These questions will help us provide information about the education, credentials, and responsibilities of staff within adult education programs.

Q23. What was the total number of staff in your program?

Enter a number for each item. If none, enter 0.

<u>PAID STAFF</u> ¹⁸		<u>VOLUNTEER STAFF</u>
<u>FULL-TIME</u>	<u>PART-TIME</u>	
_ , _ _	_ , _ _	_ , _ _

Q24. Within your program, what was the number of staff who were primarily...

Enter a number for each item. If none, enter 0.

	<u>PAID STAFF</u>		<u>VOLUNTEER STAFF</u>
	<u>FULL-TIME</u>	<u>PART-TIME</u>	
Administrators,.....	_ _	_ _	_ _
Instructors,	_ _	_ _	_ _
Instructional aides,.....	_ _	_ _	_ _
Counselors,.....	_ _	_ _	_ _
Clerical staff, or.....	_ _	_ _	_ _
Instructional support staff ¹⁹ ?.....	_ _	_ _	_ _

Q25. During the period July 1, 2001 to June 30, 2002, what was the number of instructors who...

Enter a number for each item. If none, enter 0.

Q25a. Had taught classes in your program...

	<u>PAID STAFF</u>		<u>VOLUNTEER STAFF</u>
	<u>FULL-TIME</u>	<u>PART-TIME</u>	
1 year or less,	_ _	_ _	_ _
More than 1 year but less than 4 years,	_ _	_ _	_ _
4 years or more but less than 10 years, or.....	_ _	_ _	_ _
10 years or more?.....	_ _	_ _	_ _

¹⁸ Full-time is defined as 35 or more hours per week.

¹⁹ Instructional support staff provide services related to instruction such as technology assistance, assessment of students, etc., but generally do so outside of the classroom or in addition to instructors and aides. See Reference Guide for additional staffing definitions.

III. Staffing

Q25. During the period July 1, 2001 to June 30, 2002, what was the number of instructors who...

Enter a number for each item. If none, enter 0.

Q25b. Taught...

	<u>PAID STAFF</u>		<u>VOLUNTEER STAFF</u>
	<u>FULL-TIME</u>	<u>PART-TIME</u>	
ABE only,	_ _	_ _	_ _
ASE only,	_ _	_ _	_ _
ESL only,	_ _	_ _	_ _
EL/Civics only,	_ _	_ _	_ _
ABE & ASE only, or	_ _	_ _	_ _
Other combinations?	_ _	_ _	_ _

Q26a. Were there minimum educational requirements for instructional staff in your program?

Mark (X) YES or NO for both paid and volunteer staff.

<u>PAID STAFF</u>				<u>VOLUNTEER STAFF</u>
<u>FULL-TIME</u>		<u>PART-TIME</u>		
<input type="checkbox"/> 1 YES	<input type="checkbox"/> 2 NO	<input type="checkbox"/> 1 YES	<input type="checkbox"/> 2 NO	<input type="checkbox"/> 1 YES <input type="checkbox"/> 2 NO

IF NO FOR ALL ITEMS IN Q26a, SKIP TO Q27.

Q26b. If yes to any of the categories in Q26a, what were the minimum educational requirements for...

Q26b1. ABE instructors?

Mark (X) for all that apply.

	<u>PAID STAFF</u>		<u>VOLUNTEER STAFF</u>
	<u>FULL-TIME</u>	<u>PART-TIME</u>	
High school diploma or equivalent.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Some college (including AA)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
BA/BS	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
MA or higher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
K-12 certification	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Adult education certification.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Special education certification	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

III. Staffing

Q26b. If yes to any of the categories in Q26a, what were the minimum educational requirements for...

Q26b2. ASE instructors?

Mark (X) for all that apply.

	<u>PAID STAFF</u>		<u>VOLUNTEER STAFF</u>
	<u>FULL-TIME</u>	<u>PART-TIME</u>	
High school diploma or equivalent.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Some college (including AA)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
BA/BS	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
MA or higher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
K-12 certification	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Adult education certification.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Special education certification	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Q26b3. ESL instructors?

Mark (X) for all that apply.

	<u>PAID STAFF</u>		<u>VOLUNTEER STAFF</u>
	<u>FULL-TIME</u>	<u>PART-TIME</u>	
High school diploma or equivalent.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Some college (including AA)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
BA/BS	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
MA or higher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
K-12 certification	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Adult education certification.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Special education certification	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Q27. What percentage of your instructional staff left permanently during the program year from July 1, 2001 to June 30, 2002?

Enter percentage for type of staff. If no staff of that type left during the past year, enter 0.

Paid full-time staff | | | | %
 Paid part-time staff | | | | %
 Volunteer staff | | | | %

III. Staffing

Q28. What certification credentials had your instructors obtained as of June 30, 2002?²⁰

Enter number of staff for each item. If none, enter 0.

Q28a. ABE instructors:

	<u>PAID STAFF</u>		<u>VOLUNTEER STAFF</u>
	<u>FULL-TIME</u>	<u>PART-TIME</u>	
K-12 certification	_ _	_ _	_ _
Adult education certification.....	_ _	_ _	_ _
Special education certification	_ _	_ _	_ _

Q28b. ASE instructors:

	<u>PAID STAFF</u>		<u>VOLUNTEER STAFF</u>
	<u>FULL-TIME</u>	<u>PART-TIME</u>	
K-12 certification	_ _	_ _	_ _
Adult education certification.....	_ _	_ _	_ _
Special education certification	_ _	_ _	_ _

Q28c. ESL instructors:

	<u>PAID STAFF</u>		<u>VOLUNTEER STAFF</u>
	<u>FULL-TIME</u>	<u>PART-TIME</u>	
K-12 certification	_ _	_ _	_ _
Adult education certification.....	_ _	_ _	_ _
Special education certification	_ _	_ _	_ _
TESOL certification.....	_ _	_ _	_ _

Q29. Did you provide initial orientation for new instructors?

Mark (X) one.

- ☐₁ YES
☐₂ NO

²⁰ Persons in this part of the question can be listed more than once if they have more than one credential.

III. Staffing

Q30. Did your program require instructional staff to complete a minimum number of in-service training hours per year?

Mark (X) one.

☐₁ YES

☐₂ NO

Q31. Did your instructional staff get paid for participating in in-service training programs?

Mark (X) one.

☐₁ YES

☐₂ NO

IV. ROLE AND USES OF ASSESSMENTS

This section asks questions about the different kinds of assessments used and the different uses for assessment information in your program during the program year July 1, 2001 to June 30, 2002.

Q32a. For each of the instructional programs listed below, did your program have a standardized intake/orientation process that all new learners were required to take?

Mark (X) one for each program type.

ABE	<input type="checkbox"/> ₁ YES <input type="checkbox"/> ₂ NO	
ASE	<input type="checkbox"/> ₁ YES <input type="checkbox"/> ₂ NO	
ESL	<input type="checkbox"/> ₁ YES <input type="checkbox"/> ₂ NO	<p>➔ If yes, did your program offer this intake orientation process in any language other than English?</p> <input type="checkbox"/> ₁ YES <input type="checkbox"/> ₂ NO

IF NO TO ALL PARTS OF Q32a, SKIP TO Q33.

Q32b. If YES to any part of Q32a, did this intake/orientation process, on average, last...

Mark (X) one for each program type.

	2 hours or less	More than 2 hours but less than 4 hours	More than 4 hours but less than 7 hours	7 hours or more
ABE	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ASE	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ESL	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q32c. Over what period of time did this intake/orientation process take place?

Mark (X) one for each program type.

	1 day or less	More than 1 day but less than 3 days	3 days	More than 3 days
ABE	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ASE	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ESL	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q33. Did your program require screening for the following disabilities...

Q33a. Sensory disabilities (including hearing/vision)?

YES ☐₁ ————— ➔ Was your screening...
 NO ☐₂ (SKIP TO Q33b)

Physical exam, ☐₁
 Self-reported, or..... ☐₂
 Other, (SPECIFY)? ☐₃

IV. Role and Uses of Assessments

Q33b. Learning disabilities?

YES ☐1 → Was your screening...
 NO ☐2 (SKIP TO Q33c)

Cognitive/clinical instruments, ☐1
 Self-reported, or ☐2
 Other, (SPECIFY)? _____ ☐3

Q33c. Mental disabilities?

YES ☐1 → Was your screening...
 NO ☐2 (SKIP TO Q34)

Cognitive/clinical instruments, ☐1
 Self-reported, or ☐2
 Other, (SPECIFY)? _____ ☐3

Q34. Did you feel your program had places to refer learners who were identified with disabilities?

Mark (X) one.

☐1 YES
☐2 NO

Q35. Which of the following tests did your program use for state and/or federal reporting (such as NRS) during program year July 1, 2001 to June 30, 2002, and for which types of instructional programs were these tests used?

Mark (X) all that apply.

	<u>ABE</u>	<u>ASE</u>	<u>ESL</u>
ABLE (Adult Basic Learning Exam).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
AMES (Adult Measure of Essential Skills).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
BEST (Basic Elementary Skills Test)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
CASAS (Comprehensive Adult Student Assessment System)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
TABE (Test of Adult Basic Education).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Other (SPECIFY) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Q36. On average, how many hours of classroom instruction did the learners in your program receive between pre-testing and post-testing as reported to the NRS?

Mark (X) one response for each group.

	<u>ABE</u>	<u>ASE</u>	<u>ESL</u>
Less than 30 hours	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
30-50 hours.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
51-80 hours.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
81-99 hours.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
100 or more hours	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

IV. Role and Uses of Assessments

Q37a. Did your program use standardized tests for any of the following purposes (excluding NRS reporting)?

Mark (X) all that apply.

- ☐1 YES →
- | | |
|-------------------------------------|----------------------------|
| Adapting instruction..... | <input type="checkbox"/> 1 |
| Monitoring learner improvement..... | <input type="checkbox"/> 1 |
| Placement..... | <input type="checkbox"/> 1 |
| Screening | <input type="checkbox"/> 1 |
| Other (SPECIFY) _____ | <input type="checkbox"/> 1 |
- ☐2 NO → (SKIP TO Q38a)

Q37b. If any of the options in Q37a are checked, which of the following measures did you use in each type of instructional program?

Mark (X) all that apply.

	<u>ABE</u>	<u>ASE</u>	<u>ESL</u>
ABLE (Adult Basic Learning Exam).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
AMES (Adult Measure of Essential Skills).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
BEST (Basic Elementary Skills Test)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
CASAS (Comprehensive Adult Student Assessment System)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ESLOA (English As A Second Language Oral Assessment).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
GATES (Gates-MacGinitie Reading Tests).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Practice GED (General Educational Development) Tests.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ITBS (Iowa Test of Basic Skills)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
NYSPlace (New York State Placement Test for Adult ESL Students).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
PPVT (Peabody Picture Vocabulary Test)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
TABE (Test of Adult Basic Education).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
TOWRE (Test of Word Reading Efficiency)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Woodcock/Johnson (Woodcock-Johnson Psychoeducational Battery).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
WRAT (Wide Range Achievement Test).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Behavioral checklists	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Informal inventories	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Program wide portfolio.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Teacher made achievement tests	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Other (SPECIFY) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Other (SPECIFY) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Q38a. Did your program require standardized testing for ESL students?

Please mark (X) one.

- ☐1 YES
- ☐2 NO → (SKIP TO Q39)
- ☐3 DO NOT SERVE ESL LEARNERS (SKIP TO Q39)

IV. Role and Uses of Assessments

Q38b. What kinds of standardized testing for ESL students did you require?

Mark (X) all that apply.

- English Speaking Proficiency ☐ 1
English Listening Proficiency ☐ 1
English Literacy Proficiency ☐ 1
Native Language Literacy Proficiency ☐ 1
Other (SPECIFY) _____ ☐ 1

Q39a. Did your program require learners to receive feedback from tests or assessments?

Mark (X) one.

- ☐ 1 YES
☐ 2 NO → (SKIP TO Q40)

Q39b. What form did this feedback take?

Mark (X) all that apply.

- Written report ☐ 1
Interview with teacher or counselor ☐ 1
Receive standardized test scores ☐ 1
Informal ☐ 1

Q40a. Has your program undergone formal evaluation²¹ of program effectiveness within the past three years?

Mark (X) one.

- ☐ 1 YES
☐ 2 NO → (SKIP TO Q41)

Q40b. If yes to Q40a, who conducted this evaluation?

Mark (X) all that apply.

- Program staff ☐ 1
State or federal agency ☐ 1
Third party/external organization ☐ 1
Other (SPECIFY) _____ ☐ 1

²¹ A formal evaluation results in a written report designed to provide judgement in feedback about one or more aspects of your program.

IV. Role and Uses of Assessments

Q40c. If yes, to Q40a, what information was used in the evaluation?

For each item, mark (X) one response.

	<u>YES</u>	<u>NO</u>
Learner feedback.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Teacher feedback.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Learner educational gains/ increases in functioning levels.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Learner employment or placement in postsecondary education.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Learner receipt of GED or secondary school diploma	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Other (SPECIFY) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

V. TECHNOLOGY

Technology is gaining increasing importance in educational programs and the questions in this section will provide baseline data about the use of technology in adult education programs during program year July 1, 2001 to June 30, 2002.

Q41a. For the three groups listed below (learners, instructional staff, administrative staff), indicate if each used computers for any of the following purposes?

Mark (X) one for each item.

	Administrative activities (e.g., letter/report writing, recordkeeping)	Instructional activities(e.g., classroom instruction, preparing materials)	Assessment activities (e.g., testing, advising, placement)	Internet related activities (e.g., email, web searches)
1. Learners	<input type="checkbox"/> 1YES <input type="checkbox"/> 2NO	<input type="checkbox"/> 1YES <input type="checkbox"/> 2NO	<input type="checkbox"/> 1YES <input type="checkbox"/> 2NO	<input type="checkbox"/> 1YES <input type="checkbox"/> 2NO
2. Instructional staff	<input type="checkbox"/> 1YES <input type="checkbox"/> 2NO	<input type="checkbox"/> 1YES <input type="checkbox"/> 2NO	<input type="checkbox"/> 1YES <input type="checkbox"/> 2NO	<input type="checkbox"/> 1YES <input type="checkbox"/> 2NO
3. Administrative staff	<input type="checkbox"/> 1YES <input type="checkbox"/> 2NO	<input type="checkbox"/> 1YES <input type="checkbox"/> 2NO	<input type="checkbox"/> 1YES <input type="checkbox"/> 2NO	<input type="checkbox"/> 1YES <input type="checkbox"/> 2NO

Q41b. What percentage of learners in your program used computers during instruction?

Enter percent. If none, enter 0.

Adult Basic Education..... | | | | %
 Adult Secondary Education | | | | %
 English as a Second Language..... | | | | %
 English Literacy/Civics..... | | | | %

Q42. Who provided technical support/assistance in your program?

No technical support/assistance was provided ☐1 → (SKIP TO Q43a)

Otherwise, mark (X) all that apply below.

Full-time technology specialist(s) ☐1
 Part-time technology specialist(s)..... ☐1
 Full-time staff member(s)..... ☐1
 Part-time staff member(s)..... ☐1
 Volunteer(s) ☐1
 Outside consultant(s)..... ☐1
 Other (SPECIFY) _____ ☐1

Q43a. Did your instructors receive any formal technology training?

Mark (X) one.

- ☐₁ YES
☐₂ NO → (SKIP TO Q44)

Q43b. Who provided the training?

Mark (X) one.

- Product vendors..... ☐₁
 Program staff ☐₂
 Community/state trainers..... ☐₃
 Outside trainer/consultant..... ☐₄
 Other (SPECIFY) _____ ☐₅

Q44. Did your program use any specially designed software for adult education in any of the following areas?

No specially designed software was used..... ☐₁ → (SKIP TO Q45)

Otherwise, mark (X) all that apply below.

- Reading ☐₁
 Math..... ☐₁
 Writing..... ☐₁
 GED preparation..... ☐₁
 Assessment ☐₁
 Life skills ☐₁
 Vocational/work-related training ☐₁
 Guidance/career options ☐₁
 ESL ☐₁
 Other (SPECIFY) _____ ☐₁

Q45. Which of the following video materials did your sites use and for which types of instructional programs were these materials used?

No video materials were used. ☐₁ → (SKIP TO Q46)

Otherwise, mark (X) all that apply below.

	<u>ABE</u>	<u>ASE</u>	<u>ESL</u>
Crossroads Café.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
On Common Ground	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Workplace Essentials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
TV411	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
English for All.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
GED on TV	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Other (SPECIFY) _____	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

V. Technology

Q46. How would you rate the overall capability of your program's computers (hardware/software) to meet the needs of each of the groups listed below during the program year July 1, 2001 to June 30, 2002?

Mark (X) all that apply.

	<u>Learners</u>	<u>Instructional Staff</u>	<u>Administrative Staff</u>
a. Did not meet present needs and priorities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. Met present needs but will need upgrading within the next three years	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Q47. Did you use any of the following distance education technologies for instructional purposes with learners in your program?

Mark (X) all that apply.

	<u>Used with Learners On-Site</u>	<u>Used with Learners Off-Site</u>	<u>Not Used</u>
Broadcast/cable/satellite television.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Videoconferencing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Audio/teleconferencing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Web cast.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
On-line learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Other (SPECIFY) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Q48a. Did your program have a formal technology plan?²²

Mark (X) one.

- ☐1 YES
☐2 NO → (SKIP TO Q49)

Q48b. Which of the following characteristics were included in your technology plan?

Mark (X) all that apply.

Evaluation and purchase of hardware	<input type="checkbox"/> 1
Evaluation and purchase of software	<input type="checkbox"/> 1
Integration into instructional programs	<input type="checkbox"/> 1
Management information systems.....	<input type="checkbox"/> 1
Staff training.....	<input type="checkbox"/> 1
Maintenance and upgrade of systems.....	<input type="checkbox"/> 1
Use policies	<input type="checkbox"/> 1
Security	<input type="checkbox"/> 1
Other (SPECIFY) _____	<input type="checkbox"/> 1
Other (SPECIFY) _____	<input type="checkbox"/> 1

²² A formal technology plan is a written document outlining the plans for procurement and use of technology within a program.

Q49. Who was involved in making decisions about hardware and software purchases?

Mark (X) all that apply.

Advisory board/board of directors.....	<input type="checkbox"/>	1
Funding agency	<input type="checkbox"/>	1
Instructors	<input type="checkbox"/>	1
Program director	<input type="checkbox"/>	1
Supervisors (e.g., dean, executive director).....	<input type="checkbox"/>	1
Learners.....	<input type="checkbox"/>	1
Technology specialist/coordinator	<input type="checkbox"/>	1
Other program staff.....	<input type="checkbox"/>	1
Other (SPECIFY) _____	<input type="checkbox"/>	1

Q50. Rank the top three statements below as to their importance in the expansion of computer technology in your program.

Rank the top three statements, using 1=most important, 2=second most important, 3=third most important. Mark (X) only three.

Integration of technology into instruction.....	<input type="checkbox"/>
Financial resources.....	<input type="checkbox"/>
Time for staff to learn how to use computers	<input type="checkbox"/>
Availability of training for staff/instructors	<input type="checkbox"/>
Staff/instructors willingness to use computers	<input type="checkbox"/>
Federal/state policies on the purchase of technology	<input type="checkbox"/>
Availability of technology support staff	<input type="checkbox"/>
Security for equipment.....	<input type="checkbox"/>
Expanding technology use is not a program priority	<input type="checkbox"/>
Other (SPECIFY) _____	<input type="checkbox"/>

**THANK YOU FOR COMPLETING THIS SURVEY.
PLEASE RETURN THE SURVEY IN THE ENVELOPE PROVIDED OR MAIL TO:**

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